JOURNAL OF EDUCATION.

NEW ENGLAND AND NATIONAL

Vol. CI.—No. 17. APRIL 23, 1925 A. E. WINSHIP, Editor

JOURNAL OF EDUCATION
NEW ENGLAND AND NATIONAL
6 Beacon Street, Boston

A. E. WINSHIP.....EDITOR

Entered at the Post-Office, Boston, Mass., as second-class mail matter.
Printed in U. S. A.

Boston, New York and Chicago, April 23, 1925

THE CONTENTS

	Page
Editorials:—	
Baby Beef	459
Boston School Committee	459
Interesting Announcements	460
Henrietta M. King	460
Friends and Acquaintances	460
An Interesting Week—April 6 to 11	461
Racine, Wisconsin	461
North Dakota Association	461
Law School Professorships	462
Why a Consolidated School?	463
Alice M. Loomis	464
The Sowers	465
Science in the Elementary Schools	466
American Government and Politics	469
Is Teaching Unskilled Labor?	470
Colonel Milton A. McRae	470
The Professional School in Modern University Ideals	471
Teaching True Taste	472
Goody Blake and Harry Gill	474
Story of the Sunday School	475
Who's Who and What They Do	476
Reports from the Educational Field	478
Book Table	479
Education in Action	481

N. E. A. meets in Indianapolis, June 28 to July 3.

BABY BEEF

A beef-bred calf that is to be entered for prize winning always has a Jersey or Guernsey nurse. A shorthorn or Hereford, a Galloway or Angus that has been bred for perfection in beef production puts its feed into steaks and roasts rather than milk, so that it cannot adequately nurse its own calf. Prize-winning baby beef steers must begin putting on Porterhouse steak while capering in the barnyard.

It is as true in education as in live stock that the time to learn to do the right thing in the right way at the right time is while one is learning how to learn by learning to learn.

If a child does not learn how to learn from books while in the elementary grades, he is not likely to have the habit even though he completes a university course.

A race track enthusiast who has nineteen pure-bred race horses sent the less-than-a-yearling to Tia Juana, Mexico, for the winter that he might associate with race horses, might see them race, might feel the tingle of enthusiasm, might be stirred with the spirit of the race track.

It is equally true of children. They are easily influenced by the enthusiasms of their childhood. Much depends upon the kind of enthusiasm to which they are exposed. Parents and teachers cannot be too much interested in watching the childhood associates of boys and girls, the kind of interests of those who appeal to their enthusiasm.

We visited the stables of pure-bred trotting horses of Senator Stanford at Palo Alto, California, before the creation of the Leland Stanford Junior University. We were there one morning when the colts were being trained to keep the trotting gait. A colt was turned loose on the track and one man snapped a whip behind the colt. If he did not trot another man snapped a whip that made him wheel about. As long as the colt kept his trotting gait there was no snapping of the whip. It was surprising how soon the colt learned to keep his trotting gait. When he had learned that, he was gently reminded to trot faster and still faster, but the minute he broke his gait the whip was snapped in front of him.

Thus before a strap of harness or halter ever touched him he was in practice on the race track not only to keep his gait but to be speedy.

Before a child is in school, before he approaches school age, he can be easily trained to a social gait, to personal morale in playmate associations in the home and neighborhood.

BOSTON SCHOOL COMMITTEE

Dr. David D. Scannell and Miss Frances G. Curtis announce that they will not be candidates for re-election upon the School Committee in December. This is nothing less than a calamity to the city. Dr. Scannell has served three terms: 1908-10, 1914-16, and 1921-25. He has exerted a very important and helpful influence upon the educational policy of Boston since 1908, for his advice has often been sought when he was not a member of the committee. Miss Curtis has served continuously since 1913. It is difficult to overestimate the value of their service. They have been important factors in the creation of the admirable spirit and achievement of the school system as it is today. Many highly important modernized features of the Boston school activities have come in their day and largely because of their vision. The Boston Teachers College has succeeded the old-time Normal School, the Girls Trade School, the best of its kind in the country, the Boston Trade School with every modern feature, the Commercial School in its noble functioning, are a few of the many achievements of the days of Miss Curtis and Dr. Scannell.

Dr. Scannell has the confidence of all classes in the city. He has always been the master of traditional conventionality and has been open-minded to all individualistic schemes. He has never favored anything because it was conventional; has never opposed anything because it was individualistic. To a remarkable degree he has modernized the conventional enough to give it personality without going far

enough to make it anti-conventional. For Boston to lose his service on the School Committee will be most serious.

Miss Curtis has had the most hazardous position we have known anyone to survive with credit. She has been a lone woman on a board of men. She has rarely been elected on the same ticket as the men. In the very nature of the case she has had to differ radically from the majority of her associates on many issues. She has never faltered, has never hesitated in any crisis, but has never pouted, never scolded, never sulked when her cause was lost. To have no woman on the School Committee would certainly be a mistake, but to have a freakish, pettish woman would be a calamity.

The outcome of an election with neither Dr. Scannell nor Miss Curtis running is likely to jeopardize the present efficiency of the committee.

INTERESTING ANNOUNCEMENTS

Little, Brown & Company make several announcements of changes growing out of their arrangement with the Atlantic Monthly Press of which the following are of general educational interest: Beginning with the autumn of 1925 each new book issued under the co-operative plan will be designated an "Atlantic Monthly Press Publication," and published by Little, Brown & Company. The retail book room of each firm will be continued. To the common enterprise there will be a joint contribution of personal energies through the business and editorial experience of Messrs. Ellery Sedgwick, Alfred R. McIntyre, MacGregor Jenkins, Herbert F. Jenkins, M. A. DeWolfe Howe, and others.

Among the publications immediately affected by the plan of co-operation are books by such well-known writers as Lord Charnwood, A. Edward Newton, Bliss Perry, James Truslow Adams, E. Barrington, John Jay Chapman, M. A. DeWolfe Howe, Henry D. Sedgwick, Stuart P. Sherman, Walter Prichard Eaton, Henry Beston, Mrs. Francis King, Alice Van Leer Carrick, Lucy Furman, and the late Charles Boardman Hawes.

HENRIETTA M. KING

Mrs. Henrietta M. King, who died at her home in Kingsville, Texas, on March 31, at the age of ninety-three, was one of the world's richest women. With a ranch of 1,280,000 acres or 2,000 square miles, and approximately a quarter of a million Hereford cattle, the amount of her wealth cannot be estimated.

To have known Mrs. King in her palatial residence on that largest cattle ranch in America on two different occasions was one of many recollections that are exceedingly interesting. Think of riding for fifteen miles through a herd of Herefords far away on either side, and know that you were not seeing even the fringe of the quarter of a million cattle! Think of having hundreds of Mexicans at various places in the two thousand square miles! Think of branding 100,000 calves on these almost limitless acres!

On my first visit Mrs. King was much more vigorous than on the second visit, and she told me with great interest about the reason why her husband, Richard King, came to Texas shortly after the Mexican War.

Robert E. Lee had seen army service in Texas, and told her husband, whom he knew well, that if he were not a military man he would go to Texas as a ranchman and get a vast acreage of land which could be had for a song. Acting on this advice he came to Texas and came into possession of near 3,000 square miles, but he created counties and cities out of nearly a half of it. He named one city for his daughter, "Alice," and a county for his son-in-law, Robert J. Kleberg.

FRIENDS AND ACQUAINTANCES

Beginning May 7 and continuing through the issues of May and June we shall publish what we are sure is the best series of articles we have ever published.

We are led to do this because of the recognition of our "Personal and Professional Recollections" which we recently published, and because of the many appreciative letters that have come to us with, in almost every instance, a call for "more."

We have known so many interesting things about so many interesting people that no one else now living has known, of which no one of the present generation will know unless we write about them for the Journal of Education, that we have decided to prepare such a series about our "Friends and Acquaintances."

Each issue of the Journal beginning May 7 will be a grouping of friends about some one person, so that the nine issues will really include interesting personal information about practically one hundred educators who have been functioning in the last half century, with all of whom we have been associated professionally and personally. Included in this series will be: Henry Barnard, William T. Harris, Francis W. Parker, John D. Philbrick, G. Stanley Hall, John Swett, Richard Edwards, George Howland, William H. Payne and many other men of achievement of whom every teacher in America knows so much that he would profit by knowing more.

One entire issue will be devoted to William T. Harris and his friends, for he had the most devoted and admiring friends of any school man we have known. This will be our issue of May 28.

Tell your professional friends about these issues, for the supply will be limited, and unless orders for extra copies are received before we go to press we may not be able to furnish them in large quantities. Every school man and woman in America should read these issues of the Journal.

AN INTERESTING WEEK—APRIL 6 TO 11

RACINE, WISCONSIN

It is interesting to be with a body of teachers who are wide-awake, responsive to suggestions and working together and with their leaders. This is the second time I have been with the teachers of Racine in the administration of Superintendent F. M. Longanecker, and I had been twice in Superintendent Nelson's administration. Racine is on the main line for all traffic between Chicago and Milwaukee. They get enough of the spirit of both cities to be up and going, but not enough to detour for any cause.

We were in Chicago on one of the great elections of the year. The great issue was a traction plan of the mayor. We did not know enough about it, for I had friends in both camps. Nevertheless I was greatly surprised to see Mayor Dever's plan lose by about 100,000 votes. Politics are very funny in their functioning.

NORTH DAKOTA ASSOCIATION

It was as good a train as runs in America which took me over the Great Northern route from Chicago to Minot for attendance upon the annual meeting of the Northwest Division of the North Dakota State Association. It is the height of luxury to spend twenty-seven hours on the Oriental Limited, every Pullman created within a year for that famous train, the latest word in everything.

Three days in Minot with the educational leaders and their enterprising, loyal teachers, a thousand of them, was the interesting last half of a week which began at Iowa's famous State Teachers College at Cedar Falls.

Minot, near the Canadian border, and midway across the state, has a high school auditorium—a community auditorium—that will seat 2,500 persons in comfort with acoustic properties that bring every one within easy hearing distance, and there are hotel accommodations that provide for conventions of all sizes with comfort.

It is a safe guess that no other Easterner has known North Dakota for thirty years more intimately than have I, or appreciates its people more.

The latest educational advance is transforming the State Normal Schools of Minot, Mayville, Ellendale, and Dickinson into State Teachers Colleges, a dignity that the school at Valley City attained without waiting for legislative action. Principal C. E. Allen has made the Teachers College at Valley City as high grade as any in the country so far as admission standards are concerned, absolutely refusing admission, even in the summer quarter, to any student who has not the full equivalent of four years' high school scholarship.

GEORGE AUSTIN McFARLAND, president of the State Teachers College at Minot, is the dean of educators in North Dakota, probably of "The Dakotas," for he came to the superintendency of Scotland in the territory of "The Dakotas," now South Dakota, directly from graduation from Hiram College, Ohio, forty-one years ago.

From 1887 to 1889 he was secretary of the Territorial Board of Education, which served as superintendent of schools for the territory of "The Dakotas." It was in 1887, as secretary of this Board, that he attended for the first time the Chicago meeting of the National Education Association, and there has scarcely been a year since that Dr. McFarland has not attended either a summer or a winter meeting, and he has had an unbroken membership for these thirty-eight years.

From this secretaryship he went to the professorship of history in the State Normal School, Madison, South Dakota, and in 1892 was elected president of the first State Normal School of North Dakota at Valley City, where he remained for twenty-six years, a record unapproached by the head of any other educational institution in the Dakotas, in Montana, in Wyoming, or Idaho.

After three years as superintendent of Williston schools he was elected president of the Minot State Teachers College and the salary raised $1,000 as a token of appreciation. The legislators this economic year enthusiastically made appropriation for a large auditorium at Minot, McFarland's State Teachers College. McFarland, principal of State teachers' training institutions of North Dakota for twenty-six years, is universally appreciated throughout the state as the educational leader pre-eminent. One indication of this appreciation was the presentation of the Degree of Doctor of Laws in 1922 by the State Agricultural College at Fargo.

J. N. URNESS, who succeeded Dr. McFarland as superintendent at Williston in 1922, was president of the Association at Minot this year, and by general consent had the most successful meeting in its history, not primarily because of the program, but because of the spirit of the school people resulting from their famous triumph over the tax-dodger reactionaries in November, the greatest professional triumph ever achieved by any state. President Urness in his inaugural address Thursday evening recited the main facts in that

unparalleled ten-day campaign for educational righteousness, and the press honored him and the Association by using it entire.

MISS MINNIE J. NIELSON, state superintendent for seven years, with another year to serve on her fourth term, had previously served as county superintendent for twelve years, so that she has already served as superintendent—county and state—nineteen years, which is a notable distinction in these Intermountain states.

Miss Nielson has won recognition for her leadership in the National Education Association in both the summer and winter meetings. She has a clear vision of the educational problems of her state and presents them forcibly before state and national bodies. She is as faithful to every detail of responsibility as is any state educational official in the country, which is recognized by her national associates, who have honored her with the presidency of the National Department of Administrative Women of the National Education Association.

This interesting week, with work in Iowa, Wisconsin and North Dakota, closes with thirty-six hours over the Glacier Park—Rocky Mountain route. I sometimes say in Boston that I have had a surfeit of scenery in these fifty years of across-the-continent trips, but I find myself on the twelfth of April, 1925, as passionately fond of these mountains and rivers as I was in 1875.

LAW SCHOOL PROFESSORSHIPS

In his annual report to the president of Harvard University, issued a few days ago, Dean Roscoe Pound of the Law School urges the appointment of more professors, on the ground that the results of their researches will be of great and permanent value to the state and the nation. His significant statement is, in part, as follows:—

"Administration of criminal justice is admittedly the weakest point in American polity. Thus far what is doing toward improvement is superficial, spasmodic and often blundering. No subject of research affords greater possibilities.

"With an endowed chair which would enable a competent scholar to devote his life to this subject, in view of the opportunities at hand in and about Boston, and in view of the national character of the student body and especially the large number of law teachers who come for graduate research, there is every reason why a professor of criminal law at Harvard would achieve for the law of tomorrow what Story and Greenleaf, Parsons and Washburn did for the law of the past. No extra-academic institute could afford such opportunities for doing work of enduring value. We may expect endowment of such a chair to be no less fruitful of results than the endowments of medical research, which have been so conspicuously fruitful in recent years.

"It has been said that the capital fact in modern states is the energy of the legislature. Beyond the political and economic aspects of legislation there are strictly and immediately legal aspects which call for study and exposition by trained lawyers if legislative law-making is to be effective. One of the chief problems of today is how to enforce the huge output of legal precepts required by the complex life of urban industrial communities. Another is how to make lawmaking take account of the social facts to which it must be applied, and at the same time fit harmoniously into the legal system of which it is to be a part. Here again is a subject in which a professorship, in a national school, in which students from every part of the country compel the teacher to consider questions from many points of view, may do great things for the law.

"In the past the significant books that have made for progress in our law have come from the law schools. It is not likely that they will come from a different source in the future. The law-school teacher has the advantage of submitting his theories to class discussion, and of forming his conclusions gradually and assuredly out of debate of concrete questions. The research work of the law professor may fertilize his teaching, while his teaching may give direction to his research and assure maturity in his conclusions. Endowment of a professorship of legislation would be a signal public service.

"Judicial organization and administration is another subject in which a professor of law in the Harvard law school might achieve notable practical results in a matter of much public moment. In many of our commonwealths a system that grew up for the rural pioneer agricultural society of a century ago is inadequate to the demands of the urban industrial society of today. Here also the tendency is to go on tinkering with petty details, instead of studying the matter thoroughly from the ground up. The subject ought to be approached in the same spirit in which Story approached the different, but no less difficult, problem of his day.

"To make a commercial law for America from the English decisions on the law merchant, the Continental treatises on commercial law, and the applicable doctrines of the common law, and to enable us to receive English law and English equity as a practically applicable system for the new world were not easy tasks. Like tests await us today in connection with criminal law, legislation and judicial organization and administration. What Dane's foundation did in the nineteenth century, like foundations may do in the twentieth."

WHY A CONSOLIDATED SCHOOL?

W. S. DAKIN

Hartford, Connecticut.

In an effort to define the term "consolidated" as applied to schools we are perpetuating a usage of the word that can have no real educational significance. Consolidation implies merely the union of two or more schools. Constant emphasis on this fact through the use of consolidated as a generic name for a type focuses undue attention on the purely physical and political aspects of school organization.

Furthermore, insistence on the use of "consolidated" practically limits the term to schools artificially combined. Should there not be a classification that would include village and urban schools? Many of these, without the stimulus of transportation have developed through community growth until they parallel the so-called consolidated school in size, in importance and in the similarity of their educational purposes.

The persistent application of the term "consolidated" to certain schools has prevented an impartial study of the type as a whole. Persons interested primarily in "rural" education have considered the consolidated schools as their own peculiar product and problem. This point of view has alienated the interest and co-operation of those directing village and urban elementary grade schools.

Due to a lack of definite standards, much that has been written to promote the union of small schools has been weak and unconvincing. Too great stress has been placed on comparisons between neglected one-room schools and the best modern grade school plants. Also there has been excessive emphasis on administrative improvements.

Granting that small schools are uneconomical, that ambitious teachers will not accept positions in them, that children of small classes lose interest, one may well ask:—

What does constitute an economical elementary school unit?

What is the minimum building enrollment for attainment of best educational results?

What number of pupils is necessary to provide adequate training in co-operation and leadership?

Time was when the one-teacher school was a real unit. Within its walls was offered an entire elementary curriculum. It is even recorded that in Boston when economy first suggested the housing of several schools under one roof each of these schools for a while was retained as a separate entity with its several grades.

Although we now refuse to consider the one-teacher school as a unit we have formulated nothing to take its place as a type of educational institution.

In secondary education we have the three and four-year unit. The intermediate school is coming to have an institutional existence. Communities planning an intermediate or senior high school have very definite standards for enrollment, for type of building and for equipment. Is it not time to formulate equally clear standards for an elementary school unit?

1. Is any large school in general better than its smaller neighbor?
2. Is a nine-room building educationally more efficient than three three-room schools would be for a given district?
3. When does an elementary school become too large for efficient instruction and management?
4. Co-operation and leadership are objectives in modern elementary education. Can these qualities be acquired in a two-room school as well as in an eight-room school?
5. The recognition of individual differences is a responsibility of modern education. Does the large school tend to submerge the individual, or develop him? Is individual instruction better administered in the small or in the large school?
6. What constitutes the most ecomonical teaching load, thirty or forty pupils varying several years in age or the same number selected for an approximately similar age-progress level?

These and many more questions that might be raised suggest some of the problems concerning the development of tentative standards for an elementary school unit. Careful study of actual practice would give workable solutions for many of them.

It is herein proposed that we cease to use the term "consolidated" in reference to any type of school whatsoever. In place of it, classify large schools as "Elementary School Units" or "Standard Elementary School Units."

With a common agreement on the essentials of an elementary school unit we shall have a definite basis for comparing school organizations. A county or state may then be said to have so many elementary school units just as now we refer to the number of standard high schools or standard normal schools.

To meet conditions when not enough pupils are available to form a full unit it may be deemed worthwhile to define fractional units.

The slogan "A Standard Elementary School Unit for Every Community" can be made inspiring, meaningful and defensible. From this

point of view, consolidation falls into its proper place as a means to attain a definite purpose, not as an end in itself.

Leaders in campaigns for standard elementary school units will have clearly defined objectives toward which they can logically organize and correctly interpret the best educational philosophy and practice. A campaign conducted on such lines cannot help but raise communities to new levels of educational insight and appreciation.

To conclude, it is recommended that we discontinue the use of the term consolidated as applied to a type of schools. Substitute the broader and more signficant expression "Standard Elementary School Unit." In defining this term let it express the highest and best purposes of elementary education as we know them today.

Apply the term to every school that qualifies, whether it be in city, country or village. If this is done perhaps rural and city school administrators will co-operate in efforts to realize in the elementary school unit many educational values now neglected or entirely overlooked.

ALICE M. LOOMIS

JANE A. STEWART

Toledo, Ohio

When Alice M. Loomis of Lincoln, Nebraska, state supervisor of part-time and evening home economics education, was called upon, in an emergency, to conduct a series of meetings for forewomen in a large factory, she conceived the bright idea of applying the same fundamentals of management in the home, recognizing the mother as a "home-keeping executive."

The happy result is a unique "course in mother training," which is now offered generally throughout Nebraska, enrolling hundreds of women, and endorsed by the parent-teacher associations, boards of education, etc.

"Four essentials" cover the general plan. First, the assembling of a group for six to twelve lessons for one-half to two hours once a week. Second, methods and topics for study. Third, practice at home. Fourth, discussion, co-operation and exchange of ideas.

The twelve "responsibilities" which make up the topics of the course include: (1) The purpose of mother-training (making a plan for co-operating rather than competing with the outside world in the management of the home); (2) the mother as a teacher; (3) arousing and directing interests as "preventive discipline"; (4) maintaining order and discipline in the home; (5) the development of the habit of sharing home responsibilities; (6) habit formation and character development; (7) budgeting the family resources (money and energy); (8) scheduling the home activities (recreation and work); (9) maintenance of family health; (10) selection and care of equipment; (11) beautifying the home; (12) co-operating with outside agencies which affect the home.

Among the significant projects selected by students in these mother-training classes are:—

To solve the problem of my children playing and fussing with neighbors' children.
To control my nerves so that I will not be so irritable with the children.
To explain the origin of life to my ten-year-old son.
To meet the situation of our daughter wishing to attend high school dances "because all the other girls do," when her father objects.
To improve the co-operation in home activities of the children eleven and thirteen years of age.
To help our three-year-old to overcome a tendency towards selfishness.
To direct the imagination of our six-year-old boy so that he will be more truthful.
To keep from nagging.

The value of this course is evident. It provides homemakers with the suggestive wisdom and experience of others, and helps each one to think for herself and apply suggestions best fitted for her own peculiar problems.

We have room for but one flag, the American flag,—we have room for but one language here, and that is the English language,—and we have room for but one sole loyalty, and that is loyalty to the American people.—Theodore Roosevelt.

The Sowers

BY DENIS A. McCARTHY, LL.D.

Written for the one hundred and fiftieth anniversary of the beginning of the American Revolution, and read at the celebration of that historic event by the City of Boston, April 20, 1925.

I

The men who sowed in toil and tears
The seed of Freedom, are not fled;
Their spirits mock the wasting years,
They are alive, not dead.

Time lays no cold corroding hand
On them; their deeds are potent still
As when they made their stubborn stand
Against a tyrant's will.

As when through April fields they came
In homespun at their country's call,
And silencing each sordid claim,
To Freedom gave their all.

As when they faced, with souls resigned,
A world-wide empire's proud array,
And blazed forever for mankind
A broader, surer way.

They are not dead; where'er one turns
Their presence broods o'er mead and mound.
No bush miraculously burns,
Yet this is holy ground.

Aye, holy. Through each glen and glade
We well may walk with feet unshod,
Since from this common soil was made
A shrine to Freedom's God.

II

The men who toiled in blood and tears
That April morn, how could they guess
The splendid harvest of the years
Which we today possess?

What prophet then beheld unrolled
The wonder that was yet to be?
What dreamer howsoever bold
Such majesty could see?

This widespread nation far outflung
From ocean's verge to ocean's verge;
These eager-hearted millions sprung
From many a racial merge;

These lands, these prairies rich with grain,
These mines and mills, these spires and domes,
These cities of the hill and plain,
These myriad hearths and homes;

This flag that holds in every line
The homage of our love and awe,
Each star and stripe a sacred sign
Of Freedom framed in law—

The men who faced the British guns
For no such mighty vision fought,
But God's high purpose far outruns
The goal of human thought!

And howsoe'er their conflict seemed,
He blessed the sturdy hearts they bore,
And magnified the dream they dreamed
A thousandfold and more!

III

The men who sowed in toil and tears
Fair Freedom's seed—what do they say
Across the intervening years
To us and ours today?

I think I hear this message plain,
This lesson set for word and deed,
"Go forth, O countrymen, again,
And sow the precious seed.

"For Freedom grows from age to age,
Each age must have a larger yield,
Then take this toilsome heritage
And work in Freedom's field!

"Today no royal master's wrath
May fill the land with foreign foes,
But there are lions in the path
May well be worse than those.

"Your quarrel may not be with kings
Or princes of a power outgrown,
But think not all your danger springs
From kingly crown and throne.

"No, there are tyrannies that mask
In goodly garb a hateful form,
Behold, there lies your present task,
There frowns your future storm!

"Against the money-minded rogue
Abusing privilege and power,
Against the senseless demagogue
With social poison sour,

"Against the spirit that would turn
Your mind to balk a brother's right,
Come, patriot of today, and learn
To fight another fight!

"Think not the work has all been done
By those who scorned a king's decree,
Still there are battles to be won
By all who would be free!

"Still must the few forget their fears
When manhood's bugle-call is blown,
For verily, through all the years
Must Freedom's seed be sown!"

SCIENCE IN THE ELEMENTARY SCHOOLS

EDITH LILLIAN SMITH

Author with Edgar F. Van Buskirk of "The Science of Everyday Life."

[Note: This article is based upon answers to a question naire recently sent to the various State Superintendents of Public Instruction, inquiring into the status of science in the elementary schools. Replies were received from all but one state, and showed great variations in the emphasis placed upon the subject. The suggestions incorporated in this article are believed to be worthy of wide adoption.]

"There is abundant evidence of a widened and deepened interest in modern science." So says Professor J. Arthur Thomson, in his introduction to "The Outline of Science," which is rivaling the phenomenal sales of H. G. Wells's "Outline of History." The very magnitude of the sales of his book confirms his statement. The interest in Einstein's theory, the widespread enthusiasm for radio, the curiosity as to the possible influence of experiments with ductless glands—these are but a few evidences of the growing interest in science.

How much of this new interest may be traced to the schools? Are the eyes of boys and girls opened to the wonders of science in their school course, or is that interest extraneous and perhaps, therefore, the keener? Are the schools leading or following?

SCIENCE AS NECESSARY AS THE THREE R'S.

Science plays so vital a part in our modern life that it is surprising that until recently it has occupied so insignificant a place in our elementary-school curricula. But it is now coming into its own.

The status of science in elementary schools in different parts of the country varies greatly, as might be expected. In Arizona, Arkansas, Montana, and Nebraska no science is offered below the high school. In all the other states some elementary science, either nature study, agriculture, home economics, physiology, or general science, has a place in the curriculum of the elementary school. Several states are in process of revising their courses of study. That leading educators in some parts of the country are keenly alive to the needs of the day is evident from such a quotation as the following, from the tentative Syllabus of the State of Pennsylvania:—

"The past century has been called the Age of Science. Due to the discoveries and inventions of science in this period, man's progress in the field of the practical arts, industry, agriculture, and in every line of human endeavor has been greater and more rapid than in any other one hundred years in the world's history. This progress in the field of scientific research has resulted in an accumulation of knowledge greater in the aggregate probably than the entire previous sum total of human knowledge. The advance in scientific knowledge and achievement has, however, been far more rapid than has been their application to the problems of human society. Scientists have advanced deep into the region of the unknown, but the great mass of the people have not yet progressed in their mode of living and thinking to positions even approximately in line with the advanced outposts of human knowledge now held by our great scientists.

"If the recent advances in the science of agriculture were to be generally effective throughout our land, production would be increased many fold, our pre-eminence as an agricultural nation made secure, and the general level of comfort greatly raised for the people. If the knowledge of the principles of public sanitation and personal health now in the possession of our scientific workers could be effectively translated on a national scale into habits and ideals of personal and public cleanliness, the increase in happiness and well-being that would accrue to us as a nation and as individuals is beyond anyone's ability to compute or estimate.

"The socialization of science, in order that its obligations and its blessings may become the common possession of all, must be the dominant note of our science teaching. . . . The conclusion is sound that science instruction in this age of scientific achievement and progress must form as necessary a part of the instruction of every child as do the three R's and that education without science is sterile."

ELEMENTARY SCHOOL CHILDREN IN THREE GROUPS.

When should science be offered to the child? Is a kindergartner too small to be interested? Or should a child wait until after his twelfth year to be initiated into the wonders of the world of science in which he lives?

It is of course self-evident that the type of science should vary with the age and development of the children. Taking the simplest grouping, by age and grade, the elementary school children may be divided into three groups: (1) those of the first three grades, (2) those of the middle three, and (3) those of the upper grades.

From a careful study of the state syllabi and courses of study I have concluded that two of these groups are well taken care of; the third group, that of the middle three grades, suffers from inadequate or unsuitable courses. Let us consider the groups separately.

GENERAL SCIENCE IN THE UPPER GRADES.

An investigation of the kind of science courses offered in the upper grades 7 and 8, and in grade 9, either as the first year of high school or the last year of elementary school, shows that "general science" is by far the most favored course. In eight states it is offered to ninth grade pupils. In twelve states

it is offered in the Junior High Schools or in seventh and eighth grades.

"General science" has now attained a standing of its own, and a certain degree of standardization. As may be seen from this investigation, its place in the curriculum is recognized throughout the country. Twenty states place it either in the Junior High School or in the first years of the High School. Textbooks have sprung up in considerable number. The teacher of science can have the aid of books and well-worked-out courses. For the children of the upper grades there is therefore no lack of opportunity for inspiring science training in the schools.

NATURE STUDY FOR THE LITTLE ONES.

Just as the children of the upper grades are well served by courses in general science, so are the little children of the first three grades well served by nature study.

"We must become as little children in order to enter the kingdom of science," says Bacon.

Nature study has had its place in the school curriculum for a generation. Its need is well recognized. Trafton, in "The Teaching of Science," says:—

"It is a fundamental principle of teaching that the child should be educated in terms of his environment. The child is closely surrounded on every side with a great variety of plant and animal forms, and these will continue to play an important part in all his life.

"Those persons who have acquired a knowledge of nature are the ones best fitted to judge its value; and the general consensus of testimony from these persons is that this experience forms a vital part of their life, from which they could ill afford to part."

In sixteen states nature study begins in the first grade, and in many instances continues throughout the elementary school. Nature study serves well as the content for other subjects, and should be closely correlated therewith. Its place in the curriculum of the first three grades is important and in general, well recognized. As nature study, it should be continued in the fourth grade, I believe.

WHAT SCIENCE FOR THE ADVENTUROUS AGE?

In following out this investigation my interest has centred in the children of grades five, six and seven, an intensely interesting age. In an article in the Elementary School Journal children of this age are well characterized:—

"From eight to ten or eleven is the transitional period. Between these ages children's minds begin to broaden, and their thirst for positive information increases. At this time they want diversified knowledge about many subjects. It is the period of adventure, the seeking out of new thoughts, new ideas, and new actions. Body and mind need the same scope and freedom for development."

It would seem, however, that less thought had been exercised on the science suitable for these grades than for either of the other groups. They are served with a chaotic mixture, varying from almost nothing to the excellently planned courses of such states as Pennsylvania, Illinois, Missouri, and North Carolina.

Nature study leads, followed by agriculture, physiology, community studies, health, domestic science, fire prevention. The time given to the subject varies also, although it seldom averages over two periods a week. Anyone even slightly acquainted with the usual harassed, busy teacher, pushed by "courses of study" in the subjects which bulk larger in the curriculum, can easily imagine how easily science can be crowded entirely out, even although it is recommended.

Although I am an ardent believer in the value of nature study in the lower grades, I do not believe that the same general treatment and method are suitable for the children of this adventurous age. If they have had four years of observation lessons, their interest in the same type of lesson is apt to wane. They want something new, something different. Why, again, should their interest be confined to biological science? Are not such subjects as sky study, mineral collections, sanitation, or simple experiments in mechanics, electricity or chemistry, as worthy of attention?

A few of the educators in various parts of the country are already awake to this need. In Illinois, Missouri, and Tennessee, for example, subjects for study are suggested which are quite outside the usual content of the nature study course. Some writers on pedagogy are also of the opinion that the science for the middle grades should be varied.

Twiss states the case thus:—

"One highly important phase of the general science question seems to have escaped the attention of all but a very few of the advocates. This is the urgent need of elementary science throughout the grades below the high schools. Young children are strongly attracted toward the more obvious and elementary facts and processes of nature, and every normal child, in his childish and immature way, is an observer and investigator."

In these boys and girls of nine to twelve we have the eager collectors, the radio "fans," the enthusiastic gardeners and club members. But their enthusiasm must be directed. Their science work must be organized.

"The special function of science in the elementary school is to multiply children's experiences with the objects and forces of nature to be met in every-day life, thereby directing the primary instincts to explore, collect, nurture, know, construct into purposeful channels." —Pennsylvania syllabus.

"But," objectors may exclaim, "how can a course be organized without eliminating that

very enthusiasm and initiative which we want to cultivate. That is the fault of science, it is all so cut and dried."

PROJECTS IN SCIENCE.

Here steps forth the believer in the project method of teaching. Let the children initiate their own projects. Let there be a wide range of choice. Let one child or one group work in one direction, while others in the class choose their own and different activities, but let the activity be directed into purposeful channels.

In the monograph on Nature Study published by the public schools of Berkeley, California, we find this idea well expressed.

"In the Nature Study work of the elementary grades it is not necessary to have set plans of lessons systematically carried out. But much guidance on the part of the teacher will be needed by the pupils in their observations of natural phenomena and in working out the practical and concrete projects that will arise for the solution of problems connected with such observations.

"These larger problems and projects will involve in their solution many minor projects, activities and exercises, and all will be solved through the doing of concrete things.

"The problem of adapting work to the individual differences of children within certain limits is not one of giving entirely different instruction to different types of ability, nor can these differences in ability be provided for by merely reducing the work for the slow child to the uninteresting and unleavened minimum essentials. It is one which may be provided for in each day's project by allowing each child to carry responsibility according to his ability and the qualities which he needs to develop."

The doing of concrete things, that is what the child wants and enjoys. Science projects suitable for grades five to seven are many. Scores of books have been written, suggestive and inspiring. The difficulty is the very number of them. A teacher must have at hand a library to be ready with help and suggestion for all the projects her children would fain initiate. The state syllabi sent me in answer to my questionnaire are filled with suggestive titles. The Pennsylvania syllabus cites a "small, selected list" of nineteen. The Massachusetts Course of Study in Nature Study cites ninety-three. The Berkeley, California, Course of Nature Study includes a classified bibliography of 160 titles.

WHAT THE TEACHERS NEED.

The crying need, if the busy teachers are to be really helped to teach science in an inspiring way, is for selection and organization. The best, the most practical directions for projects appealing to children from nine to twelve should be gathered together into a few books. Out-of-door activities, collecting, gardening, care of pets, bird study, sky observations, etc., might make one group of projects. Indoor projects, such as bulb-growing, aquaria, simple experiments, canning, etc., might form another. The directions should be simple, and the books should be put generously into the hands of the children, to read, to take home, to use. No longer should we find a teacher standing before a quiet class saying: "Today, children, your nature study lesson will be on the tulip. How many petals has it?"

We should find instead a teacher's desk surrounded before school opens with eager boys and girls.

"I started my home garden last night. I spaded it deep, just as my book said."

"Please, Miss Young, may I start a calendar of spring flowers on the board? I thought I'd like to draw them with colored chalk."

"May we appoint a committee for the Arbor Day celebration? There isn't much time left, you know."

"Oh, Miss Young, I read about a school that had a mosquito campaign and really and truly cleaned up a town. Can't we have one, too?"

There are some teachers, nay, many, who feel, and justly, that the project method has been overworked and overestimated. Efforts have been made to fit the method into every subject and condition. Now the pendulum is swinging back. Like all other good methods it has been tried and found suitable for some situations, entirely unsuitable for others.

Here, however, in the science work of the middle grades, is a situation where study by projects is eminently suitable and satisfactory. The children are of the active age when curiosity and energy are constantly seeking new channels. The subjects included under the general title "science" are naturally interesting. The subject-matter and the children are, therefore, ready; all that is needed is a workable plan of organization which shall make it possible for over-burdened teachers to "fit the project to the child."

If the schools ignore radio they will be left far behind in the march of scientific and social progress.—Fred M. Hunter.

AMERICAN GOVERNMENT AND POLITICS

["American Government and Politics." By Charles A. Beard. Fourth edition thoroughly revised. Cloth, 820 pages. New York: The Macmillan Company.]

Dr. Beard has produced a book with high personality. The first appearance was in 1910. Other editions came in 1914 and 1920, each representing notable progress, but such have been the revelations of the past four years that the book has been entirely rewritten and so modified as to meet the pedagogical desires of the day as well as the significant changes in governmental functioning.

Dr. Beard is a man of striking professional personality. Behind everything he writes is the background of a remarkable mastery of civic history. He is a conventionalist when it comes to belief in historical truth, and he is not an individualist in any desire to do violence to truth, but he has a refreshing personality in that he accepts nothing as history that is mere tradition. He insists upon the privilege of deciding whether or not there is history behind a tradition. He will not tell the story of Washington's hatchet as reliable history merely because it may have had a good influence with young children for a hundred years.

Dr. Beard's personality is a scientific personality of a civic strain. No one has made the same study of municipal, state and national governments that Dr. Beard has made. His scientific attitude is always one that seeks truth rather than seeking phases of truth that will justify his preconceived notions. Nothing is so much needed today as such a scientific attitude. We never know the truth political when we read the testimony of expert scientists. You can go into the market and buy high scientific testimony on either side in a criminal trial, and there is no question before the American people, economic, industrial, hygienic, agricultural, or educational, that there is not available any scientific opinion that anyone may desire.

This makes it of inestimable value that there is a student of government a man like Dr. Beard who refuses to seek scientific facts to bolster a preconceived opinion of his.

A complete revision of "American Government and Politics" fourteen years after its first publication marks changes and progress in the development of governmental institutions in this country during these years of 1910 to 1924—a restless period in American politics. The new book reflects the broadened experience and ripened judgment of a keen student who has been thrown into intimate contact with local and world affairs during this period.

Directing the National Bureau of Municipal Research, he has come into immediate contact with municipal, state and national authorities engaged in making and administering laws, and as an active member of the National Municipal League and a founder of its Review, he has widened his influence in city affairs. During the winter of 1917-1918 he served on Governor Whitman's commission to investigate freight terminal problems in New York City, an unusual opportunity to examine the relation of railways to city and state government. In 1922 he was invited to Tokyo by Viscount Goto, mayor of the city, to cooperate with him in founding the Institute for Municipal Research. The following winter was spent in preparing a comprehensive survey of the city of Tokyo looking towards its eventual rebuilding, and in extensive travel through Japan proper, Formosa, China, Manchuria, and Korea. Visits to the leading cities and close contact with statesmen and leaders in every rank showed him feudal civilization in transformation.

The earthquake and fire of September, 1923, brought Viscount Goto to the post of Home Minister in charge of reconstruction, and he at once cabled Dr. Beard asking his help in the plans for rehabilitation of the ruined areas. Dr. Beard was with Viscount Goto until the program had been worked out for an immediate start on the rebuilding of the city in accordance with the findings of the survey and the plans outlined in "The Administration and Politics of Tokyo."

Commenting on this earthquake experience, he writes:—

"It is not necessary for me to say that working day and night for six weeks, under great pressure, amid the most appalling ruin in human arrangements ever wrought by nature, made a profound impression on my mind and spirit. I saw as I never did before the place of scientific administration in the process of government."

Of the re-writing of "American Government and Politics" Dr. Beard says: "To maintain a just balance, to point out new and important features of American government, to lay stress on the practical aspects of the subject, to point out just how students can find a place to work as citizens in some phase of public service, to encourage a frank and disinterested approach to controversial issues, to direct attention to the stream of tendency, to call attention to the place of administration in the current development of government—this has been my aim in the new revision."

IS TEACHING UNSKILLED LABOR?

[The following was written by one of the best high school teachers we know in a city of more than half a million people.—Editor.]

At fifteen minutes to four of a recent afternoon, my wife informed me that our twelve-year-old daughter had injured her wrist in the school gymnasium, and that the family physician had recommended an X-ray examination.

There was a hurried 'phone call to the hospital and a promise to be there within ten minutes. "Just ready to close this department for the day," said the man listed on the hospital stationery as a Roentgenologist. Then followed adjustment of the injured wrist for the X-ray exposure, also several tears; and just forty-five minutes from the time I made the appointment over the phone, we were told: "There is no evidence of a fracture, and it will be about five dollars, sir." Said five dollars had been checked out of a rather slender bank account only two hours previously to meet incidental expenses the two days preceding pay day. Evidently I stood too near the machine some time during the exposure.

But why all this? Well, let's make a few comparisons. Between 8 a.m. and 3 p.m. of this same day I had charge of 160 high school boys and girls, each for forty-five minutes, except one group, which I had for a sixty-minute period. I not only discovered various mental fractures and other disabilities, but for the major part of the time tried to apply some constructive, helpful remedies to these tender spots.

My eight hours with these 160 pupils, each for a longer period than my daughter was at the hospital, netted me barely two and one half times what the X-ray found in my purse. I insist that I did more for several score of these pupils than this man did for my daughter, yet I and ninety-five per cent. of my comrades at the teacher's desk are classified, so far as pay goes, along with unskilled and semi-skilled laborers. I believe that doubling or even twice doubling teachers' salaries is one of the necessary steps in making teaching a universally recognized profession.

COLONEL MILTON A. McRAE

"Forty Years in Newspaperdom," the autobiography of Colonel Milton A. McRae, is highly important history which can be had nowhere else, is the portrayal of a fascinating personality developed by experience such has come to no other successful American, and is written in a vein of devotion to the men and events of which he alone could write. In addition to all this it is a story of American newspapers for forty years, years in which I personally have known just enough to give Colonel McRae's story a compelling interest. Add to this the fact that I enjoy the acquaintance of this remarkable personality in newspaperdom and the reader can understand why I write with profound admiration.

Milton A. McRae was born in Detroit, June 13, 1858.

The first thrill in Colonel McRae's story is his beautiful tribute to his first teacher, Alice Joyce, and his account of the fiftieth anniversary of Miss Joyce's life as a teacher is most human. Another wonderfully touching paragraph is that which tells of the burial of his dog, shot by a stranger. He read the burial service over the grave and "cried for a week" over the loss of his pal.

Milton McRae was a financier from his early teens. Years before his teens he would often make several dollars on a "show" he would put over. At fifteen he went into the Hulled Corn business in Detroit. The firm was "Eisenlord and McRae, Manufacturers of Hulled Corn, Detroit, Michigan."

He was dipping into many things, even playing the part of Louis XIII. in a play in the Detroit Opera House before he was eighteen, and before he was twenty he was the manager of a popular actress. While still eighteen he taught a country school for three months near Grand Rapids, Wisconsin. For two years he was clerk and virtually manager of a hotel in Detroit. Then for a few weeks he was brakeman of a passenger train on what became the Grand Trunk system.

Off and on he was always connected in some capacity with one or other of the Detroit daily press. One of the most important incidents in his autobiography is an account of an experience with Henry Ward Beecher when a reporter on the Detroit Free Press at twenty-one.

All this and much more was incidental or accidental in the life of the man who at twenty-two began his notable newspaper career which became a vital factor in the famous Scripps-McRae League and allied newspapers. All this of the man who is today, and has been for nearly a third of a century, an important factor in newspaperdom, and in many other functionings in American life.

THE PROFESSIONAL SCHOOL IN MODERN UNIVERSITY IDEALS

DEAN W. J. BANKES

Teachers' College, University of Akron

An increasing interest on the part of universities in professional education has been evidenced in the past few years. Striking advances in all the professions; the extension of time for completing professional education; improved standards of ethics; the requirement of professional curricula by the state for issuing licenses; and the establishment of courses for training specialists in the many branches of various professions require consideration from modern universities.

Professional schools of today are quite different from those of a few years ago. Under commercial control the professional schools were dominated greatly by monetary considerations. Today, professional schools are rapidly becoming associated with our universities and in this way they are being removed from the dominance of commercial consideration.

One of the most profound facts of modern university education is the association of professional schools with universities. In the ten leading universities of America fifty-seven per cent. of the student body are enrolled in professional schools. This association of professional schools with universities assures the public of trained leadership preceded by more extensive general education.

The association of professional schools with universities is not traditional. Engineering education did not become associated with universities until after the Civil War. Medical education has been fostered by universities since 1890. Pharmacy has enjoyed university support for about thirty years. Dentistry is not yet completely separated from proprietary control. Journalism and business administration are recent additions to the University family. Perhaps the first professional school to be affiliated with universities was the law school. Education has been affiliated with the universities for only twenty-five years, and since the late war there have been many advance movements to place all professional schools for teachers in college and university rank.

What does the development of professional schools within the universities mean? It means, first of all, that the university is providing environment necessary for the achievement of which the leaders in each of the professions have dreamed. Students of high intelligence and extensive preparation are willing to invest sufficient time for adequate training. Scholarly men are being attracted to the professional schools as instructors. Research is given added impetus without which the professional school soon drifts into a technical school applying only the knowledge found in its own basic fields.

In the second place, the professional schools are making worthy contribution to the universities. They are contributing thousands of mature men and women with driving purposes. Vital contacts with present-day problems are brought in for a large share of research. Complacency and traditionalism find themselves interwoven with tolerance and liberal culture. The historic antagonism to the professional school is giving way, and culture and professionalism are being placed in a co-operative rather than a competitive relation.

Graduates of professional schools a few years ago entered a much more simple occupational situation than graduates of today must face. What were formerly complete units in professions are today divided into several units and each has become more extensive and exacting than the whole unit was yesterday. Dentistry was a unit profession thirty years ago. Today we have the dentist, orthodontist, dental surgeon, research dentist, dental nurse, dental mechanic and dental hygienist. The same process of division has taken place in all professions. In education we have various divisions such as the kindergarten, elementary, secondary and collegiate. Specialists in the fields of supervision, principalship, supervisorship, music, art, literature, mathematics, history, science, et cetera, must be trained. Law, medicine, engineering and business come in for similar divisions until today the training for these various units of the professions is entirely different than formerly.

Furthermore, individuals of today are not likely to pass from the pursuits of one level to those of another in professions. The principal of a school today is not as likely to become a superintendent of schools as in former times. All this complicates the training since each must be specialized for his particular field. Because of this, professional schools are almost certain of criticism. There are different levels for different groups of students. Those who condemn professional schools as being too practical are thinking of the high-level professional group, while those who condemn them as being too theoretical are thinking of the middle-level group or the low-level groups. The future requires clear thinking and careful differentiation between these levels to determine the work of undergraduate and graduate divisions. The development of leaders, the highest type of practitioners, and research workers should be the aim of graduate divisions of professional schools.

Increased use of clinics in medical schools; demonstration schools in the education of teachers; and field work in engineering are recent developments in professional education,

Methods in the various professions are constantly changing. Job-analysis or professional analysis is now being elaborately used in our professional schools. The university influence will tend to check closely all present-day analyses and thus insist upon thoroughly-trained leaders. The academic field of education has heretofore been submerged in order to give the professional training. More and more must come to the professional school the attitude that professionally trained men and women must also have a strong background of academic training. Each student under professional training should have a vision of great usefulness. The university professional school offers great opportunities for the realization of this vision by making it possible to add to the professional course those fields of information which will deepen human experience and reveal a larger world. The co-operation between those who think academically and those who think professionally is sure to bring a more complete realization of life as it should be presented to students of our universities.

TEACHING TRUE TASTE

LUCIA AMES MEAD

I have been contemplating for an hour an architectural horror. As it was directly opposite the window of the restaurant where I was eating luncheon, it was not to be avoided. That horror will probably endure for half a century and make every one who loves harmony, unity and good taste on city streets gnash his teeth with rage and helplessness. The New Year's discordant din with shrieking whistles, the jazz music in the victrola across the street, do not endure. The inane figures in bronze trousers and marble frockcoats which dot our parks and add to the expense but not beauty of our public buildings one soon passes without notice. Sometime they may be removed. But a costly building obtrudes itself and because of its size and permanence offers the worst form of ugliness imaginable, if it defies all laws of beauty. Take the aforesaid horror. The aim of the architect was obviously to create as great variety as possible. Is not variety the spice of life? The four stories of this very wide building stretching well down the block were of alternate horizontal stripes of brown stone and splotchy yellow brick, like so many layers of chocolate and sponge cake. There were small round arches, large round arches, Gothic arches and a large variety of more or less flattened arches, as unrelated as the miscellany of things which mother laughs at when she empties the pockets of little trousers after bedtime.

Plainness, bareness, even a factory-like monotony of architecture are at least decent. They may imply self-respecting poverty. But pretence, idiotic striving to be different, meretricious ornament, show something morally wrong and a blindness to the soul of beauty. Blindness to ugliness also is characteristic of a civilization that is so largely machine-made as is ours and which measures beauty by its cost in dollars and cents. Our buyers admire the big and exceptional. They fanatically adhere to the Babbitt love of the conventional, yet strangely enough affect admiration for the bizarre and grotesque art expression presented by Mestrovic, the grim Serb sculptor, and Anisfeld, the Russian painter of lurid pictures like nothing in heaven and earth, who claims to paint as he feels and not as he sees, and who sells, at high prices, gorgeous pictures, devoid of form.

Thirty years ago the Twentieth Century Club of Boston, a pioneer in various directions in education, initiated a unique series of illustrated lectures given to 800 students and teachers. These treated of beauty in the home. Each lecture was accompanied by a tasteful leaflet, carefully prepared, that was sold for a trifle and eagerly purchased. The first lecture was devoted to the setting of the home, the use of shrubbery to obscure sharp angles, the selection of color and design to harmonize with the environment, the proper placing of decoration; good and bad designs were shown and the principles involved were explained. Then came a lecture on interiors, the proper treatment of walls and floors and windows; then a lecture on furniture; one on the selection and hanging of pictures given by Henry Turner Bailey, now at the head of Cleveland's civic art interests, and teaching, not merely principles of beauty, but that community spirit without which no American city can ever be made beautiful. The spiritual elements in the home, voice, manner, were presented by that prince of elocutionists, Professor Churchill, the kind of man who comes once in a century and who reveals possibilities of beauty that cost nothing but thought and training. Last of all, Mrs. Alice Freeman Palmer, a sweet and gracious presence, gave a lecture on family life and of the charm which may sometimes be found in a humble tenement home and may often be missed amidst the triumphs of the upholsterer.

I recall to this day her story of the restless little German boy, by whom she sat in a foreign train, whose mother exclaimed: "Fritz, what ails you? You are just as bad as an American child!" Her discussion of beautiful manner and of all that no architect or artist or upholsterer can supply in the making of the spiritual beauty of the home admirably treated that phase of beauty most needed in the congested housekeeping and in this period of so many wrecks of home life; today we are

informed that one out of every five marriages ends in a divorce; though when Mrs. Palmer gave her address, it was one in every thirty marriages.

With slight alteration, these leaflets might well be reprinted and serve a new generation whose notable improvement in taste in building and furnishing is probably not so much due to any knowledge or desire to adhere to sound principles, applicable at all times, as to the fact that women's pictorial magazines have made simple lines and "antiques" fashionable. If it becomes again the mode to crowd our mantels three deep with curios, as it now happens to be the mode to wear a dark fur coat and apparently bare skin on legs and ankles in conspicuous contrast, is there any knowledge of the fitness of things to prevent it? Is anything being done in our schools to prevent the homemakers of the future returning to tight-lacing and trails and chignons, if fashion so decrees, as it has but lately led them to expose their backs and limbs as only creatures of the demi-monde did thirty years ago? Is our improvement, such as it is, come to stay? Are there fundamental principles of good taste which are as permanent as those of hygiene or philosophy and can safely carry one with a conscience about beauty through every orgy of fashion, and enable us to live beautiful lives? If so, ought not every prospective home-maker or voter, careful for civic beauty, to be taught what these are and not leave the spenders of money to be dominated by rapid, freakish changes which manufacturers and designers dictate?

Mathematics, beyond enough necessary to keep a cash account and to make out tax returns, is of far less use to the average woman than a trained judgment in spending money and time. Her choice affects, not only her husband's fortune, her children's minds, her guests' happiness, her own power to serve, but it expresses the spiritual insight she has attained. It shows where she puts her emphasis, what things she values most. The girl who hides her shingled head under an extinguisher cap, showing on a side view only her nose and chin, but whose pearl silk calves are the first thing you notice a block away on a winter day, practically shouts at you as loudly as if she used words: "Don't look at *me*. Look at my legs!" Millions of women have recently been decorating conspicuously that part of the gown over the abdomen, leaving the rest as bare as a pike-staff, or else with all the decoration where one sits on it or puts it under the table. The glory of the body—the face,—is not set off, but all the decoration put emphatically where it is least enjoyed or suitable. Should they not have been taught in the primary school to emphasize what is most important and to judge what is most important?

Both brains and conscience are necessary for choice, for it by no means follows that if she knows beauty when she sees it a girl will dare to follow it if her chums do not. Few people care for beauty, if it is not the fashion. The superstition that women are devotees of beauty has long been exploded. The lack of grace and beautiful color and line which afflicts our sidewalk population today is a counterpart of the hodgepodge conglomeration of buildings which distorts our skyline and disfigures our streets with ugly billboards. We have become so inured to them by familiarity they no longer shock us. Even the filthy dumps in vacant lots, scattering newspapers in every high wind, we cease observing. Ugliness does not disturb the average American under our miscellaneous, disorganized city conditions, in which European standards of civic beauty are unknown. We have a great deal of expensive beauty in concentrated spots, but community-beauty is far to seek.

The teacher has a serious problem with schoolboard requirements and schedules to follow in the technique of science and language. Is anything she teaches really as important as the things which she is usually obliged to crowd out? The frowzy, bare-headed girls in sweaters, yelling discordantly when their basketball team departs, cheering even in the street-cars before strangers, as they crowd in with their French books and algebras, are healthy, happy creatures, whom one envies, but for their lack of grace and modesty and evident indifference to beauty, except as regards legs and ankles. This particular phase will soon pass, one hopes, but the rich, joyous possibilities of beauty in tone, manner, dress, and environment which might irradiate modern industry and life and turn our streets into pathways of pleasure and spiritual uplift, we have not yet dreamed of. The average American is no more conscious of this and no more distressed over it than if he were half-blind. He takes war as a matter of course, and ugliness as a matter of course, and has not been taught that both are the product of wrong-thinking and wrong planning, and can be prevented. Beauty costs no more than ugliness. It is a matter of seeing and thinking and putting conscience into conduct. What shall it profit us if we, with all our getting, do not get understanding and have not attained to the best things known in Athens twenty-three hundred years before the automobile and the wireless?

A few bits of wisdom from the "Beauty in the Home" leaflets suggest a few seed-thoughts that should be planted and bring forth fruit. "We are immersed in beauty, but our eyes have no clear vision, it is the office of art to educate the perception of beauty." "The artist selects the salient points. Good art is always an interpretation of nature; it is never mere imitation." "It is higher than nature because it is a clearer and higher expression of spirit." "Art is the work of the whole spirit of man."

"Value nothing merely because of the time and labor spent on it. A delicate handkerchief at the Centennial Exhibit was greatly admired because it had cost years of labor. On one side was a picture of the Kremlin embroidered in black, the stitches being so fine that they could not be seen on the reverse side of the thin fabric. As a handkerchief, it was worthless; as a picture it was of less value than a photograph. Remember the life of the workman. Encourage the production of what gives joy to the producer as well as to the consumer."

"Good art in stained glass, brass or iron is more desirable in a home than equally good art in materials which sun or moths or careless handling will surely injure."

"Art was not born in a palace, rather she fell sick there. If she is ever to be strong enough to help mankind once more, she must gather strength in simple places."

To develop in this day and generation a modest, sweet-voiced young woman courageous enough to prefer beauty to fashion, and with a knowledge of the meaning of life and the fitness of things, many mothers and teachers find a task too difficult to be accomplished. The handicaps on adult influence seem insuperable. Nevertheless, courtesy, grace, harmony, however much they may be in abeyance now, are pearls of great price to be sought after. The obsession of our youth for a century in speed and wealth and force and all that the laboratory could devise needs to be offset today by revelation of another side of life too long neglected. Is it not time for a revival in home and school of reverent study of those principles of proportion, fitness and beauty which belong to the nature of things and to all true education?

GOODY BLAKE AND HARRY GILL

KATHERINE MORSE

There is a passage in Alfred the Great's version of "The Pastoral Care," in which he reminds his bishops that "the unlearned should not dare undertake the office of instruction," and asks: "Why be the unlearned so rash that they do undertake that responsibility, when the craft of teaching is the craft of all crafts?" The experience that follows may not be beside the point, that one phase of "learning" is the attitude of mind toward "classics" gained through richness of personal experience.

The situation was a western schoolroom on a warm June afternoon. The characters, a fifth grade, and a young cadet teacher, full of first-rate lecture notes about the Teaching of Reading, but "unlearned" from Alfred the Great's standpoint. The reading lesson every day at three o'clock was "a fever of the mind" for her, and "restless ecstasy" for the fifth grade. On the day in question the principal climbed three flights of stairs to the room of an eighth grade teacher.

"Do go down and give a lesson for that young girl. I'll stay with your class," she begged.

The eighth grade teacher had been blessed with a wonderful mother and a childhood full of books. She glanced over the wriggling children and then through the reader.

"Goody Blake and Harry Gill" flicked by as she turned the pages. A memory came to her of winter nights in Nebraska and a warm sitting room; of herself well "happed" in a blanket on mother's lap; of bedtime, and—the psychologists will shudder—mother crooning the fearsome tale of Goody Blake, while the child shivered with delicious expectation, as the poem began:—

> "Oh, what's the matter? What's the matter?
> What is't that ails young Harry Gill?"

With this and other favorites the child had been rocked to sleep night after night (Think of it!), until they had become a part of her. The pedagogy may have been wrong, but the poems had been learned, and loved.

As a preface to the reading lesson the eighth grade teacher frankly told the fifth grade this bit of her childish experience, then added that she would try to read the poem, as nearly as she could, in the way her mother used to croon it to her. There is nothing more histrionic than teaching, says Professor Erskine; this teacher had a touch of the dramatic instinct and soon restless children, weary cadet, and eighth grade teacher were in full enjoyment of a "masterpiece"—alarming phrase! It became just a great human story, and the half hour sped. The teacher had linked the tale which had been a living thing to Wordsworth, with a never-to-be forgotten reality of her own experience, and had passed it on to become a part of theirs.

The very obvious moral of Goody Blake was not mentioned to the fifth graders. It never had been enforced upon her; she could not spoil the tradition by insisting upon it now. With the sure justice of childhood she had drawn her own ethical conclusions from the grim story, and so did the fifth grade.

The method of presentation of that reading lesson does not matter here; it will be found in many other useful places. The incident is intended to illustrate one use of background—the vitalization of teaching through richness of personal experience.

HEREDITY

JUKES-EDWARDS FAMILIES

This is the greatest contrast of family inheritance that has ever been published. There has never been a study of a noble American family for two hundred years except this study by A. E. Winship.

There is no other American family with such a record as this and there is no other study of this family.

The book, which was first published twenty-five years ago and had a large sale and great influence, has been out of print for some time. In response to numerous requests, we have decided to republish it.

Every superintendent, principal and teacher in America should read this remarkable study in education and heredity.

In book form, $1.00 postpaid. Send orders to

JOURNAL OF EDUCATION

6 BEACON STREET, BOSTON

Horsford's

INCREASES VITALITY

For tired out Men and Women

A teaspoonful of Horsford's Acid Phosphate added to cold water is delightfully refreshing. Exhaustion and weariness disappear, strength and endurance increase. The tonic action of Horsford's Acid Phosphate, with its purity and reliability make it the ideal stimulant. Non-alcoholic. Dose: A teaspoonful three times a day in a glass of cold water.

Horsford's Acid Phosphate

All Druggists

Rumford Chemical Works, Providence, R.I.

T-49-3-24

STORY OF THE SUNDAY SCHOOL

The fascination of biography is at its height. When Dr. George Herbert Palmer wrote the charming story of the "Life of Alice Freeman Palmer," Mr. Mifflin, then head of the Houghton Mifflin Company, said they could not sell one thousand copies. Nearly sixty thousand copies have been sold, and they are still being sold.

"The Education of Henry Adams" has had a remarkable sale, but Michael Pupin's "From Immigrant to Inventor" has displaced it in popular favor, and "The Life of Edward Bok" may have surpassed the sales of Pupin's autobiography. "The Life of David Lubin" ought to have a fabulous sale, as should "The Days of a Man," by David Starr Jordan, and "The Confessions of a Psychologist," by G. Stanley Hall. It is of high significance that while this demand for biographies is at its height we have one of the best yet written, a "Memorial Biography of Marion Lawrence," most famous of religious educators, by his son Harold G. Lawrence, dean of education of Huron College, Huron, South Dakota, published by the Fleming H. Revell Company, 158 Fifth Avenue, New York. It is the story of the Sunday School from the earliest days of a boy therein who withstood the urge to get out of it in adolescent years, who early became a teacher, then superintendent, creating one of the great Sunday Schools of America in Toledo, then a state and national promoter of religious education, and finally the official leader, nationally and internationally, of that great cause.

Harold G. Lawrence has told with filial devotion of the personality of his father, and has let others tell of the famous achievements of the creator of modern religious education through the Sunday School, producing the masterpiece in its field.

We cannot resist the temptation to say that Marion Lawrence was not only a professional acquaintance but a personal friend in the days when I was majoring in Sunday School activities, and to say that the son and author is a much appreciated friend in present-day educational activities.

WHO'S WHO AND WHAT THEY DO

F. M. SHELTON, superintendent, Springfield, Ohio, has demonstrated superb leadership of a city of 65,000 population in a single year. Voting an extra school levy of three mills by a vote of two to one was most significant of change of sentiment. This resulted from a remarkable organization of the citizens, largely through twenty thriving Parent-Teacher Associations, one in every school district in the city, with a Central Representative Council coordinating the work of the local associations. Mr. Shelton has behind him, through these associations, a hearty support of every school and community service. They have established a high school library, a branch of the public library, with assurance that this branch will have funds for the purchase of all needed books. The creation of an efficient continuation school receives high commendation. Mr. Shelton's success at Elyria is being duplicated and even enlarged at Springfield.

KENYON L. BUTTERFIELD, president of Michigan Agricultural College, Lansing, is boosting and booming agricultural college opportunities and responsibilities as is indicated in the following quotation from a recent address:—

"Michigan Agricultural College ties herself up with business and manufacturing groups, and if we are to keep her in the proud place she now occupies in the field of educational institutions, we must be prepared to meet the exigencies of the immediate future. The question of food supply is of paramount importance in the state, and in this field the college is going to find a great part of her work.

"We mean to discover what are the particular demands of the times and by adapting ourselves to the peculiar problems around us, prove of inestimable service to the community at large."

MRS. HELEN BRADFORD PAULSON of Chicago was a highly appreciated program feature. Her work is genuinely unique, and as professional as it is fascinating. She presents every important function of education and religion in home and society, in school and church, by quotations from the Mother Goose Rhymes, visualizing the rhymes by the artistic creations of every personality suggested by the rhymes. Mrs. Paulson has certainly invented or discovered a way to present a multitude of messages with irresistible charm.

MISS ELLA VICTORIA DOBBS, Columbia, Missouri, has been president of the National Council of Primary Education for ten years. There has been no other president of this Council, and when she insisted upon retirement at the Cincinnati meeting she was presented with a life membership in the National Education Association.

EDWARD F. BUCHNER, dean of the School of Education, Johns Hopkins University, is by far the ablest crusader for public education that Maryland has had in a third of a century and his leadership in Baltimore and Maryland is of inestimable service to the public schools of the United States. His latest notable and noble service is an Educational Bulletin, issued last December, from which we select a few sample sentences. The Educational Bulletin is styled "A Business Man's Catechism on Municipal Education":—

"The State of Maryland has by law declared education to be a direct function of government, and has required of itself the maintenance of a public system of schools.

"By legislative enactment in 1872 and 1884 a special board of the city government has supervisory power and control over these schools.

"The entire privilege of government by the city is a legislative gift from the state.

"The state is generous in sharing the cost. For example, in 1923, for every $4.636 for schools that came directly from the city taxpayer, the state gave $1.089; and in 1924 the figures were $5.11 and $1.06.

"Is it not true that public school costs have increased rapidly in the United States in recent years? These costs for elementary and high schools jumped from $521,546,000 in 1913, to $1,580,682,187 (the probable figure) in 1923.

"Whereas in 1913 13,613,656 children were in average daily attendance in schools, in 1923 there were 19,180,695 such children—an increase of 40.89 per cent. 'School boards have no power to educate two children for the cost of educating one.'

"The tax burden really has a wider distribution. While the number of children in average daily attendance in school increased 5,567,039 in ten years, the estimated population in the United States increased in the same period 14,151,095, or 14.66 per cent.—or nearly three times as rapidly.

"The increase of about 41 per cent. in school attendance explains $213,833,860 as the amount of increase over what we spent on public school children in 1913.

"Although dollars can be counted, what they buy is always relative. School boards must buy with their dollars everything needed for education at current prices.

"With the index cost of living in 1913 at 100, the United States Department of Labor gives the index in 1923 at 173. This means that the dollar in 1913 had a purchasing power of only 57.8 cents in 1923.

"The immediate effect in 1923 was that the depreciation of the dollar accounts for an expense increase of 73 per cent. The school budget in consequence had to include an extra sum of $536,827,298 in order to buy for the greater number of children the same sort of schooling

that was being given our children in 1913.

"There are other demands upon schools which account in a natural way for increases. These are the lengthening of the school year, the greater number attending high school, where the per-pupil-cost is higher than in the lower grades, and the imperative provision for new sites and buildings to house the greater number of children in a period of higher construction costs.

"The average elementary teacher's salary in Baltimore in 1923 was $1,613, which was $263 less than the average salary in fifty-four cities over 100,000 population. With the local index of cost of living, this sum had a purchasing power of only $922 on a 1913 basis.

"In cities over 100,000 the average elementary teacher starts at $1,200, and in the eighth year receives $1,900; whereas, a person in government employ comparable in training and service starts in at $2,100, and in the eighth year receives $2,700.

"The average high school teacher in such cities starts at $1,600, and in the ninth year receives $2,400; whereas, a person in government employ comparable in training and service starts at $3,000, and in the ninth year receives $3,600.

"We know that last year the average cost per pupil in average daily attendance for current expenses shifted with the size of the city:—

Over 100,000 population	$91.94
30,000 to 100,000 population	89.75
10,000 to 30,000 population	77.97
5,000 to 10,000 population	76.80
Under 5,000 population	74.88

"These sums were, respectively, 69 per cent., 62.5 per cent., 65.7 per cent., 67.7 per cent., and 70 per cent., of the total expended for all school purposes in these five types of cities. The convergence of a greater number of economic factors in the larger city tends to raise the comparative cost of schools.

"In 1919-20 for 275 cities the cost per pupil was $84.29 in those cities in which the budget of the school board was dependent upon other reviewing authority, as compared with $83.28 in those cities in which the budget of the school board was independent of other city authorities.

"In 1923 the average expenditure per child for current expenses was:—

	Dependent Boards	Independent Boards
In cities over 100,000	$100.62	$87.70
30,000 to 100,000	99.42	85.25
10,000 to 30,000	92.90	78.26

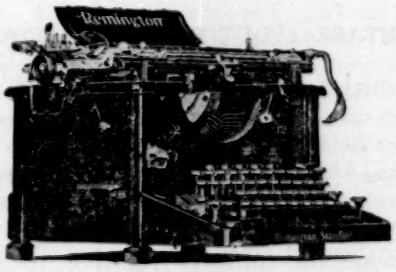
"In the group of the largest cities this change of procedure resulted in an increase of 14.7 per cent. in effective school revenue without increased tax rates; in the second group, 16.4 per cent.; and in the third group, 18 per cent."

An Unparalleled Triumph

THIS is the universal verdict concerning the New Remington Standard 12—a verdict which is reflected in the choice of business offices and business schools everywhere.

Examine this new model and see the many fundamental improvements that Remington has made in typewriter construction. We invite comparison on every count—whether ease and speed of operation, quality of work, up-to-date time-saving features or reliable service.

No wonder this New Remington 12 is the most successful new model in all typewriter history.



Send to us for booklet which tells you what leading business educators the country over say about the surpassing merits of this latest Remington.

Remington Typewriter Company
374 Broadway New York
Branches Everywhere

REMINGTON *Standard Since the Invention of the Writing Machine*

REPORTS FROM THE EDUCATIONAL FIELD

MABEL M. ANDERSON

[We shall appreciate it if those who send in Reports and Documents will check notably important and progressive movements.]

OPPORTUNITY COURSES IN DETROIT

Every year greater opportunity is afforded the teachers of Detroit to up-grade themselves by taking professional and cultural work. This year three groups of work are offered. Detroit Teachers College is offering ninety courses from Administration to Americanization. At the College of the City of Detroit fifty courses have been announced, and the University of Michigan is carrying twenty-eight cultural and professional courses. College credit is given in all three of these institutions.

RED-LINE REPORTS IN MIDDLETOWN, CONNECTICUT

"Red-line" reports are sent out to the parents of the high school pupils in Middletown, Connecticut, showing where the pupil stands with relation to other pupils in the class. If a pupil can show by his outstanding ability to lead the class that he is in a small group or the only one with a high mark, it should be an agreeable thing to the parents.

If the contrary condition exists, parents are urged to get in communication with the school at once. The question the school asks itself is whether the teaching was done conscientiously and thoroughly with a view to giving the pupils all that was possible. The school also has a right to expect the parents to do all in their power to see that the pupils do conscientious work.

THE UNIVERSITY ACCREDITING SYSTEM

In 1903 the University of Georgia undertook the building up and accrediting of the High Schools of the state. That year there were graduated from the four-year public schools fifty-four boys and forty girls and from the three-year schools 161 boys and 277 girls. There were 149 teachers in these fifty schools.

Gradually the number of accredited schools has increased until the University list for 1924 shows 275 four-year schools, with 40,797 pupils enrolled and 7,478 graduates.

The system has grown in the confidence of the schools until now it is accepted by all as a standard for the state. The Commission, of which Professor Joseph S. Stewart of the University is chairman, is thoroughly representative of all the educational institutions concerned and assures proper consideration of applications. It meets the first week of April and passes upon the list of accredited schools for the current year.

THE ADMINISTRATION LIBRARY FOR BOSTON TEACHERS

A teachers' professional library has been installed in the administration building of the Boston School Committee at 15 Beacon street for the use of all teachers who wish to know more about the newest movements in education or who desire to refresh their memories concerning the educational "classics."

The library will have all the standard books on education and will add, as they appear, the important new books on all phases of education, thus making an up-to-date well-rounded, working collection. Chairs and tables are provided for readers and the books are catalogued. Over forty periodicals give the most recent thought and opinion of workers in the broad field of modern education. There will also be a file of authorized textbooks, as well as school reports from the larger cities of the country and the publications of the United States Bureau of Education.

The Library is open to all for reference, but Boston teachers may have the privilege of withdrawing books for home use for a period of two weeks. Over 1,000 books are already on the shelves.

THE NEW IMMIGRATION LAW AND THE COLLEGES

The Immigration Act of 1924 involves certain regulations of great importance to all American educational institutions in which foreign students are or will be registered.

Schools having such students should secure the material on the subject furnished by Commissioner Husband and make sure that they are on the approved list. The American Council on Education stands ready to aid both the Bureau and the colleges in simplifying and expediting procedure within the law.

SECRETARIAL DUTIES AND TRAITS

The National Junior Personnel Service which is under the direction of leading educators with an office at 70 Fifth Avenue, New York City, recently issued its first bulletin on the subject of secretarial work. The program of the service is personal researches and surveys, information service on subjects relative to junior workers, training for personnel work in education and industry and leadership in establishing local personnel departments.

The bulletin tabulates and analyzes the various duties and traits which reports from 715 secretaries state should be present in successful secretaries, together with the opinions of many employers.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

CONSTRUCTIVE SCHOOL DISCIPLINE. By Walter Robinson Smith, Ph. D., University of Kansas. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Appreciation of what discipline is, why it is, and how to attain it, maintain it in school, and retain its influence after school is of supreme professional importance.

There is never a good school, a real school without discipline. There is never a good teacher who has not discipline. One may know a subject perfectly, may know the best method, have the best equipment, have all necessary desirable university degrees, be able to test the intelligence of the children and measure their class standing skilfully, but she is far from being a good teacher unless she has discipline.

Notwithstanding the fact that discipline is nine-tenths of the foundation of a good school it is given an incidental place in pedagogical literature. This professional situation is cause for genuine satisfaction that Dr. Walter Robinson Smith devotes an entire book to " Constructive School Discipline."

There is no stupid reverence for the traditional school discipline, which so often failed utterly to discipline, and no gushing worship of modern laxity through libertinism, but in twelve interesting and inspiring chapters Dr. Smith sets forth ideal visions, sound principles, safe and sane methods which will help any teacher to be a genuine educative force by building up a school spirit, by creating school control through constructive leadership in all phases of school activities in school and out, in recitation and recreation.

THE LEARNER AND HIS ATTITUDE. By Garry Cleveland Myers, Ph.D., Cleveland School of Education, Cleveland. Cloth. 418 pages. Chicago, New York, Boston: Benjamin H. Sanborn Company.

We are unusually interested in this book because it magnifies what we have said several times, namely, that education is learning to learn, that the child's approach to the subject is vastly more important than the subject's approach to the child. Dr. Myers elaborates this idea most skilfully by making everything depend upon the learner's attitude toward learning.

Dr. Myers states his vision in a single paragraph: "Teachers are interested in the average learner; that is to say, in the average person. We can conceive of no one who is not a learner; nor can we think of any waking moment of a person's life when he does not learn. We do not stop and start other people or modify them as we do machines. All we can do is to give them the urge. The rest is theirs to do. We affect their feelings; we evoke in them an attitude. If their attitude is favorable to that to which we wish them to respond, and they have the mental and moral ability, our wish is realized."

It is impossible to give any adequate impression of the interest or value of this book of Dr. Myers. It has innumberable sentences that ring true and ring so merrily that they keep on ringing. We select a few of many hundred sentences taken literally at random.

"To tell a child he should wash his hands and face without seeing that he does it, is a grave damage to him."

"Perhaps no other single element means so much in motivating conduct as approval from others."

"Perhaps no field of child behavior offers so much worthy of study as the field of hidden motives."

"Mere abstractions do not stir up feelings, just because they do not elicit images beyond the words."

"The personal influence of the teacher upon the pupil and of the pupil upon the other pupils is unquestionably the greatest means towards moral guidance. The teacher's influence is in direct proportion to the pupil's esteem."

"All the child does or learns in school has moral significance."

"The constructive programs by the Boy Scouts, Camp Fire Girls, and like organizations for building character, are undoubtedly worthy of even greater appraisal than they enjoy."

"Upon the teacher more than upon any one else in these commercial days rests the duty to hold up ideals of real service, before the children, to picture great lives who have sacrificed that others might be happier, and thus to help the children to picture themselves as social benefactors."

JUNIOR HIGH SCHOOL CURRICULA. By Harlan Cameron Hines, Ph.D., University of Cincinnati. Cloth. 188 pages. New York: The Macmillan Company.

In paving the way for the presentation of the curricula of a Junior High School Dr. Hines makes a clear and intelligent argument for the Junior High School, its purposes, its pupils and the teachers. The author incidentally presents much valuable information. In 293 Junior High Schools there were 690 men teachers and 2,070 women, or nearly three to one women.

The author proceeds to discuss the need of special training for Junior High School teachers, special study of individual children in these schools. He also studies the adaptation of supervised study, the socialized recitation and the project method.

As the title of the book indicates the major part of the book is devoted to the making of the curricula for a Junior High School.

LEARN TO STUDY READERS. By Ernest Horn, State University of Iowa, and Maude McBroom. Boston, New York, Chicago, San Francisco: Ginn and Company.

Dr. Horn has an entirely new conception of the mission of a series of school readers and Miss McBroom is artistically promoting Dr. Horn's ideal. The idea is so new that there is no likelihood that it will compete with traditional school readers. The name of the series tells the whole story. They are literally and skilfully "Learn to Study Readers."

These are not oral readers. They are not for the ordinary class work. They are always informational. It is not a series of "Silent Reading" books which are often focused for leisure or recreational reading.

These books are to be studied—silently. Its watchword is "Work" rather than "Recreation." Its emphasis is not so much on appreciation as on comprehension, on soundness of judgment, and on skill in remembering. And yet its motivation is none the less firmly rooted. It arises from the desire of the child, first, to enlarge his experience with interesting things, and, second, to obtain a skilful control of the tools which will enable him to use the storehouses of information. These tools are the skills involved in silent reading of the study type.

PICTURE-STORY READING LESSONS. By Nila B. Smith, assistant supervisor of Research, Detroit Public Schools, under the direction of Stuart A. Courtis, director of Instruction, Detroit Public Schools, and dean of Detroit Teachers College. Drawings by A. Helene Carter. Yonkers-on-Hudson, New York: World Book Company.

This is the most elaborate scheme for teaching children to learn to read that we have ever seen, but we have seen little children in Birmingham, Alabama, learn to read without help more independently than we have ever known any other children learn independently. We know of no way to explain the system. At Cincinnati, during the meeting of the Department of Superintendence, at the Webster School I am told that Miss Smith herself demonstrated remarkable success, but I was too preoccupied to see it and what is more to the point I was a bit skeptical about it because of the results claimed.

Two weeks later wholly without any suspicion of what I was seeing I saw a really wonderful achievement in independent reading of a lesson the little one had never seen. No one knew that I was to come to that school, and of course not to that class, so that the little girl was learning to read independently as I entered. It was not intended as a demonstration. The teacher was a regular first grade teacher. The only remarkable thing about the teacher was that she made no slightest attempt to help the little girl in her dilemma when she came to the word "her" in the sentence, suggested by the picture, "The little girl will put on her cap."

I confess I wanted to say "her" for the relief of the little thing, but the teacher took no notice of the child's difficulty, did not even suggest what the girl was to do. The child picked up her little "Dictionary"—two by seven inches—and found the word "her." Most of the words had a picture to suggest the meaning, but there was no picture help for "her."

But it did say "See label g."

She turned over to the last of the little dictionary and found a sentence she had learned to read before, which she promptly read aloud, and when she came to "her," she laid down the dictionary and taking up the "Picture-Story" she read it with joy in her voice. Not a child in the class paid the slightest attention to her, nor did she pay any attention to any of us.

We regret that we can give no adequate review of the system or material which produced this result.

THE CONSTITUTION OF THE UNITED STATES. With an introduction to the study of the government of our country by Robert A. Maurer, Georgetown University Law School, and George J. Jones, head of department of history in High Schools, Washington, D. C. Boston, New York, Chicago, Atlanta: D. C. Heath and Company.

It is highly significant that every publisher of school books is issuing a textbook on "The Constitution" usually by some lawyer and some high school principal or teacher, and each of these emphasizes something not stressed in other publications. In this text there are eighty-six preliminary pages which create an interest in the Constitution and prepare the student for an appreciative study of the Constitution and its amendments.

WHAT THE PICTURES SAY. An Art Reader. By Maude Moore. Cloth. Beautifully illustrated. Boston, New York, Chicago, San Francisco: Educational Publishing Company.

Miss Moore has demonstrated rare ability in the supervision of elementary school work, always arousing the interest of children in the school, in study and especially in persons of rare achievement. In this Art Reader she makes Millet's "Feeding Her Birds," "Feeding Her Hens," "The First Step," and "The Knitting Shepherdess," "The Gleaners," "The Rainbow," "The Woman Churning," "The Sower," and "The Angelus," literally talk to the children as through the reading lessons they talk with the teacher and with one another.

The same is true of the famous paintings of Rosa Bonheur, "The Horse Fair," "Changing Pasture," "A Noble Charger," "Ploughing," "Wasp," and "Lions at Home."

The publishers have produced the pictures most artistically and every way appealingly; and the type-page is most pedagogically presented for the children.

There are also six of Landseer's famous paintings and several of Grace Darling's masterpieces. Landseer's "Shoeing the Horse," "Laying Down the Laws," "Saved" and "Can't You Talk," are really wonderfully appealing as Miss Moore has prepared Reading Lessons about them.

It is impossible to estimate the effect upon children to use in the class a book with thirty such masterpieces so artistically presented. The publishers deserve praise for the artistic presentation of these world recognized masterpieces which are made so appealing to children.

HISTOIRES ET JEUX. A Book of Simple French Stories and Games. By Jessie F. Barnes, Francis W. Parker School, Chicago. Cloth. Illustrated. 188 pages. Boston: Ginn and Company.

Everyone interested in education knows something of the Francis W. Parker School and of the excellence of its methods. It is a recommendation for this book, therefore, that its compiler is a teacher of French in that school, and that the material it contains has been used successfully in the Parker School French classes. Examination shows, however, that the book needs no such recommendation to bring it to the favorable attention of high school teachers of French; it can stand on its own feet and win a hearing on its intrinsic merit. Miss Barnes has gathered together some forty delightful stories, written in simple French and in short sentences, and has interspersed nearly twenty songs (words and music being given), including such favorites as "Sur le pont d'Avignon," "La Bergère," "A la claire fontaine," "Savez-vous planter les Choux?" etc., and of course the splendid "Marseillaise." To this material is added a collection of French games suitable for children, about fifteen games being given. Much of the story material can readily be dramatized by the children, and in some cases, as in "Cendrillon" (Cinderella), "LaSalle," and "Les Fées de la Forêt d'or," the dramatic form is employed in the text. The illustrations add much to the attractiveness of the book. A complete vocabulary is provided. The volume will undoubtedly make an unquestioned place for itself in the lists of aids to the teaching of French to younger pupils, not only as supplementary material, but as a basic text.

PRINCIPAL RULES OF FRENCH PRONUNCIATION. By H. Carrington Lancaster, Professor of French, Johns Hopkins University. Paper. 11 pages. Price, 15 cents. Baltimore: H. C. Lancaster (Johns Hopkins University).

This useful pamphlet is a careful summary of French pronunciation, intended for second year college classes in French or high school classes of similar advancement. Its originality lies in the fact that it aims to show how written French is pronounced rather than how spoken French is written. A complete treatment in brief of each of the French vowels and consonants is given, with examples, and use is made of phonetic symbols and of the general principles of phonetics in the discussion. The pamphlet has been used to advantage in a number of the leading colleges.

ESTABLISHED 1869

HOLDEN BOOK COVERS

Are an economic necessity wherever free text books are used because they are made to—

PROTECT BOOKS FROM DAILY WEAR
REINFORCE THEM IN THEIR WEAKEST PARTS
KEEP THEM CLEAN, NEAT AND SANITARY

USED IN THOUSANDS OF SCHOOLS FOR OVER FIFTY YEARS

Samples free

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

The city architect of Washington, D. C., asserts that no elementary school in the capital should be built on less than a city block of from two to three acres; that junior high schools should have not less than double that area of ground; and that high schools should have twenty acres. The McKinley Manual Training High School, soon to be built, will have twenty acres of ground. On this acreage will be three buildings—a power plant, a gymnasium building and the main structure. The latter will be in two wings at right angles, with an assembly hall at the apex of the angle. One wing will house shops and the other academic classrooms.

Charts prepared by the Vassar College office show marked changes in ten years. In 1910 a total of fifty-eight per cent. of the students were prepared in public high schools and only forty-two per cent. in private schools. By 1920 the public schools were furnishing thirty-five per cent. Registration lists in 1916 were closed two and a half years before entrance. Students entering in the class of 1925 were registered four and a half years in advance.

On March 5 Dr. Harry A. Garfield resumed his duties as president of Williams College after spending two months in Europe. He engaged several prominent statesmen to lecture at the Institute of Politics at Williams next summer.

At a recent educational meeting Professor Herbert A. Toops of the Ohio State University made the following statements: "The average school mark given a pupil's product by a half dozen of his classmates is a more reliable mark than the teacher himself can give without spending many times as much time on the grading as he now does.

"Everything argues for the practice of allowing a pupil to assume this time-honored prerogative of the teacher by grading his classmates and himself, thus leaving more of the teacher's time free for the real duties of effective teaching."

On March 7 a special chapel exercise was held at Brown University in honor of the thirty-seven members of Sigma XI and the twenty-nine members of Phi Beta Kappa recently elected to those societies. Speaking of the recognition of these honor societies, Dean Otis E. Randall said in part: "I wish I could induce every one of you to look upon the key as a challenge, a challenge from the old college to demonstrate in the days to come whether you are worthy of the high honors which have been conferred upon you by these old and honored societies, and whether you have the capacity to render the service to the world which we have assumed you are qualified to give, a challenge to larger effort toward greater and greater achievement in the field of human endeavor."

The State Teachers College, San Diego, California, fares exceptionally well in the State Budget for the next school year, or $130,000 more than this year. The faculty will consist of fifty-nine, which is an increase over any previous year.

Parent-teacher associations have been organized in Delaware during the past year in 327 out of the 388 school districts in the State.

Dr. Raymond Turner, professor of English history at Yale, has accepted a professorship of modern European history at Johns Hopkins.

The Joint Salary Committee of New York City claims that the community is giving whole-hearted support to the Kleinfield Teachers Salary Bill. Teachers' salaries can be increased, for the amount available for municipal purposes this year is $42,000,000 more than in 1924.

Ground has been broken for the new Jamaica High School in the Borough of Queens, New York. The building will accommodate 3,200 students, but will be only three stories high. Adjacent to it will be an ample athletic field and a stadium.

The British Minister of Education has assured his country that it is proposed not only to support those who strive to provide an increasing number of free places in secondary schools but not to discourage those who would make all secondary schools entirely free.

Fortunately there is no longer a free high school question in America.

Ten thousand oil paintings—mainly copies of old masters—are being hung up on the walls of the different public schools in Chicago.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 210 Title Bldg.
Chicago, Ill., 28 E. Jackson Blvd.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Berkeley, Cal., 2161 Shattuck Ave.
Los Angeles, Cal., 548 So. Spring St.
Toronto, Can., 11 Leader Lane

Send for circular and registration form free.

MISS T. M. HASTINGS MISS E. F. FOSTER

THE EASTERN TEACHERS' AGENCY

Reputation founded on over thirty years of successful experience.
Established 1890 6 BEACON STREET, BOSTON

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. 8 Beacon Street, Boston
Telephone Hay. 1678. Established 1885.

The Pratt Teachers' Agency 70 Fifth Avenue NEW YORK

Recommends college and normal graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country.
Advises parents about schools. WARREN NEVIN DRUM, Manager.

The Corlew Teachers' Agency

GRACE M. ABBOTT, Manager

120 BOYLSTON STREET, BOSTON

The University of Michigan has recently received a bequest of $375,000 from the estate of Silas Wright Dunning, who died last May at the age of eighty-five. He was the oldest alumnus of the Michigan institution in New York City.

The death of August von Wassermann removed the last of the four great scientists who established leadership in Germany in the investigation and treatment of infectious diseases. The discoverer of the epoch-making Wassermann blood reaction is entitled to rank with Koch, who was the first to isolate infectious protozoa. Ehrlich invented salvarsan, and Behring discovered the diphtheria serum.

Though probably the most renowned of the medical men of his time, Dr. Wassermann never practiced medicine. His private fortune enabled him to give his entire time to research.

Every large community is being asked to make its contribution to the $1,000,000 fund required for the establishment of the School of International Relations at Johns Hopkins, as a memorial to our wartime ambassador to Great Britain, Walter Hines Page.

The will of the late Wilson Catherwood, a Philadelphia financier, provides a trust of $200,000 for St. Paul's School, Concord, N. H., one-half of the income to be used in paying wages of teachers and the remainder for the maintenance of scholarships for worthy students.

Dr. D. J. Blocker has resigned as president of Shorter College, Rome, Ga., and will become head of the department of philosophy in Furman University. Dr. Blocker succeeded the late J. W. Van Hooser as president. Dr. Blocker simply wants to return to the classroom. Before coming to Shorter Dr. Blocker was professor of philosophy at William and Mary College. He was educated at the John B. Stetson University and the University of Chicago. Dr. Blocker will be succeeded as executive head of Shorter by Dean W. D. Furry.

Medical inspection of schools has been stimulated in New York by a state quota of $1,000 to every district which employs a medical inspector for full time.

The University of California continues to lead the nation in the number of regularly enrolled students. At this time it has 15,400 in attendance.

Miss Florence Lynch, daughter of the late Professor William H. Lynch of the Missouri State Teachers College of Springfield, has been elected a life member of the Missouri State Press Association as a memorial to her father.

THOUGHT PRECEDES ACTION; therefore, what we think is of the highest importance. It is more important to know God than to know Greek. Love is more important than creed. Hate and selfishness check life; love builds it. Read the Thought-Way message (25c).

THOUGHT-WAY BUILDERS, Dept. 543, New London, Conn.

Oshkosh, Wisconsin, State Teachers College has demonstrated skill in basket ball and appears to have the champion team of the state after the most hotly contested series of games on record.

Mrs. L. M. Russell of Chattanooga made a most effective report of the Cincinnati meeting before the Kosmos Club of her home city, and the Chattanooga News printed it entire.

Golf has become an extra course in Lake View High School, Chicago, with a class of seventy pupils under the tutelage of a professional. It is only two years since golf began to take hold in the universities and now it is a major sport in many colleges with intercollegiate contests regularly played. The same growth in high schools is predicted with the increase in facilities for play.

Dr. Jacob Gould Schurman, formerly president of Cornell University, now American minister at Peking, has been appointed ambassador to Germany.

MEETINGS TO BE HELD

APRIL

28-29-30: Annual Conference of Superintendents of Schools for Massachusetts, Framingham, Mass. Payson Smith, Commissioner.
29-May 1: National University Extension Association, University, Kansas.
30-May 2: Mississippi Teachers Association, Jackson, Miss.

MAY

1: American Council on Education, Washington, D. C.
1: Mississippi Classical Association, Jackson, Miss.
1-2: Classical Association of the Atlantic States, Swarthmore, Pa.
6: National Security League, New York City.
6-7: Indiana Music Teachers Association, Logansport, Ind.
8-9: Nebraska History Teachers Association, Lincoln, Nebr.
8-11: American Association for the Study of the Feeble Minded, Raleigh, N. C.
9: New England Modern Language Association, Boston, Mass.
9: New England School Library Association, Manchester, N. H.
21-23: Associated Harvard Clubs, Baltimore, Maryland.
25-29: American Medical Association, Atlantic City, New Jersey.

JUNE

10-17: American Association of Social Workers, Denver, Colorado.
10-17: National Conference of Social Work, Denver, Colorado.
11-13: Georgia State High School Teachers Association, Athens, Georgia.

Extra-curricular Activities in the High School

(at press)

Charles R. Foster

Associate Superintendent of Schools
Pittsburgh, Pennsylvania

Price $2

Johnson Publishing Company
RICHMOND, VIRGINIA

22-27. American Physical Education Association, Los Angeles, Calif.
28-July 4. National Education Association, Indianapolis, Indiana.
28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.
6-11: American Library Association, Seattle, Wash.
29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.
10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.
14-17: National League of Compulsory Education Officials, Duluth, Minnesota.
19: California Teachers Association, Northern Section, Sacramento.
22-24: Indiana State Teachers Association, Indianapolis.
22-24: Utah Educational Association, Salt Lake City.
26-30: Washington Educational Association, Seattle.
29-30: Illinois State School Board Association, Decatur.
29-31: Rhode Island Institute of Instruction, Providence.

ATIRACTIVE NEW BOOKS

Modern School Readers: by Thompson and Wilson. These Readers express thought and action and place special emphasis on Social Efficiency. Primer, 65c; Book I, 70c; Book II, 75c; Book III, 75c.
Europe: Developed according to the problem method by Dr. Harold W. Fairbanks. 134 colored illustrations; 265 pages; Price $1.65.
Pacific History Stories: by Harr Wagner. A Fifth Grade Reader. $1.12.
Jingles: Adapted for school room use from Mother Goose Rhymes by Miss Alice Rose Power. Price 65c.
An About Face in Education: by Adelia Adams Samuels. $1.50.
An Activity Curriculum: by Ethel I. Salisbury. $1.50.
Mental Training for the Pre-School Age Child: by Dr. Lillien J. Martin. Price $1.00.
Type Stories of the World for Little Folk: by Ruth Thompson. Third grade. Price $1.12.
Our Neighbors Near and Far: by Ruth Thompson. Fourth grade. $1.12.

Send for books now.

HARR WAGNER PUBLISHING CO.
149 New Montgomery Street
San Francisco, California
Publishers of "Western Books by Western Authors"

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

WM. B. ITTNER, F. A. I. A.
Architect and School Specialist
Board of Education Building
SAINT LOUIS MISSOURI

TEACHERS' AGENCIES

BARDEEN-UNION TEACHERS AGENCY

DISCRIMINATES IN SELECTION
RECOMMENDS WITH EMPHASIS
FOLLOWS UP TEACHERS PLACED

Prompt and Careful Response to Inquiries. Free Registration.

BARDEEN-UNION TEACHERS AGENCY
301-303 East Washington Street, Syracuse, N. Y.

ALBERT TEACHERS' AGENCY

40TH YEAR

25 E. Jackson Boulevard, Chicago,
437 Fifth Ave., New York.
Symes Bldg., Denver, Colo.
Peyton Bldg., Spokane, Wn.

TEACHERS WANTED especially those desiring **Promotion.** Operate everywhere. Best Schools, Colleges and Normals our clients. Send for booklet, "Teaching As a Business."

AMERICAN and FOREIGN : : : TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 23 Union Square, New York.

Kellogg's Agency

recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place or know where a teacher may be wanted, address H. S. Kellogg, 31 Union Square, New York

SCHERMERHORN TEACHERS' AGENCY

Established 1855

366 FIFTH AVENUE
New York City
Charles W. Mulford, Prop.
BRANCH OFFICES:
1386 Euclid Avenue
Cleveland, Ohio.
406 Union Trust Building
Pittsburgh, Pa.

A superior agency for superior people. We register only reliable candidates. Services free to school officials.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

WINSHIP TEACHERS' AGENCY

We have unusual facilities for placing teachers in every part of the country.

6 Beacon St. . . Boston, Mass.
ALVIN F. PEASE, Manager
Long Distance Telephone
Member of National Association of Teachers' Agencies